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REVIEWS

Spanish Reader of South American History. Edited with notes, exercises, and vocabulary by Edward Watson Supple. New York, The Macmillan Company, 1917. xi + 375 pp. \$1.00.

Elementary Spanish-American Reader. Edited with exercises, notes, and vocabulary by Frederick Bliss Luquiens. New York, The Macmillan Company, 1917. xi + 224 pp. 90 cents.

The Macmillan Spanish Series, under the editorial supervision of Professor Luquiens, is one of the earliest of the pioneer undertakings directed toward spreading knowledge about Latin America in our schools. It aims at something broader than instruction in the Spanish language.

Mr. Supple's *Spanish Reader of South American History* was the first of the texts above-mentioned to appear. It presents some of the grand moments and deciding factors in South American history in the form of extracts from competent Spanish-American historians, such as Mitre, Vicuña Mackenna, and Fortoul. These selections constitute a volume agreeably varied in style, tinged with the sentiments of Latin-American authors ranging from Mexico to the Argentine, and reflecting high credit on the historical abilities of Spanish-Americans.

The text is marked by scholarly thoroughness. Errors and misprints are few (cf. *les* for *le*, p. 25, l.16: *ellos* for *sí*, p. 39, l.18: *n* for *no*, p. 94, l.26: *tan* for *tal*, p. 230, l.7), and some of them appeared in the originals. The use or omission of the comma between the last word and the preceding word in a series is not uniform even with the same selection (cf. p. 96, l.29 and p. 97, l.11). These items, however, are of small moment and in no wise detract from the excellence of the book.

What is serious is that the notes are often inadequate, the vocabulary once or twice lacking in the special meaning required for a word in the text (thus, "*hilo*, thread, wire, string" does not apply to *les hizo dar hilo*, p. 119, l.2), and the reading at times undeniably stiff for young readers and even for college students who have not an intimate command of Spanish and a host of local Latin-American associations.

The pedagogical apparatus is to be commended. The oral and composition exercises afford needed repetition for the extensive vocabulary employed. The footnotes in Spanish are something of an innovation and will, with advanced classes, serve a useful purpose. Some of them, nevertheless, are too long (cf. p. 89 and pp. 252-254).

As a history reader, the book probably suffers through its length. Criticism may also have to be made of the chapter on Panama, which appears to be an afterthought and increases the bulk of the text. Under ordinary conditions, one hundred pages of purely historical matter are ample for language classes, and the *Anabasis* style will, for the present, prove more suitable than the Thucydidean, which portions of this reader resemble. In a language book, the teaching of the language must take precedence over everything else.

Advanced classes in Spanish and in Latin-American history will find Mr. Supple's reader informative and useful.

The charm of Latin-America permeates Professor Luquiens' *Elementary Spanish-American Reader*. With its admirable illustrations and its skillful selection of high spots of romance and fact in Latin-American civilization, it will unquestionably incline the sympathies of our students toward our southern neighbors.

The book falls roughly into three parts: history, sentiment, and folk-lore. Of these, perhaps the group of selections portraying Spanish-American sentiment,—e.g., the "Paralelo entre Wáshington y Bolívar", "Un Niño que no sabía qué cosa era la Patria", "Tres Amores",—will most effectively grip young America. But the other divisions, short and telling,—as they rightly ought to be,—do not allow the attention of the student to flag.

The text has been judiciously planned. Not long enough to tire, it is just long enough to leave a salutary and much-needed impression and eagerness for more.

As in Mr. Supple's history reader, informational footnotes in Spanish and exercises for oral drill and composition heighten the practical character of the book. Since the text itself is short, there is no reason why all the various teaching devices should not be taken advantage of from day to day. The reading selections are in a sense made the nucleus for a careful training in fundamental Spanish: and this is as it should be.

From the pedagogical viewpoint, the grammatical notes are the most interesting features of the reader. They are so exhaustive and, in many instances, so elementary that very little grammatical study need be presupposed. Through them and the vocabulary, the text tends more than ordinarily toward the interlinear. No dispraise is here intended. The question is merely suggested as to whether anything more than repetition is required in the teaching of languages,—personality, of course, being taken for granted,—and whether language pedagogy should not really be the science of concealing repetition.

Professor Luquiens' grammatical notes perform another function. They not only explain, but they drive home principles by demanding close observation. Faithfully used, they become a steady review of grammar.

There is little to which one can take exception beyond the length of the vocabulary within such small compass and its frequent difficulty in a beginning text,—inconveniences nearly impossible to avoid unless books are "manufactured." Many of the oral questions requiring simply "sí, señor" or "no, señor" as an answer will be objected to by some teachers. The emphasis on the subjunctive, while valuable, may seem to stress too much a phase of grammar by no means as formidable as it is sometimes made. On p. 75, l.2, there is a typographical omission in the word "Santiago", and the accent has been omitted on the word "Lucía" in the running title on p. 71 and on "cómo" on p. 82, l.2. The explanation on p. 102 of "15,000,000 de habitantes" might well have been completed by a sentence on the omission of "de" after "millones" not in round numbers; note 11 on p. 104 on "e" might have mentioned, in addition, that "e" is not used before "hie", and note 10 on p. 108 might have stated that "aun" is often accented when it means "yet", even

if it precedes the word it modifies,—details commonly left untouched in grammars. The impression as to the number of Italians, etc., in the Argentine (p. 13, 1.15 ff.) might have been clarified by a footnote.

In these days of preparation for more familiar relations with Spanish-America, books like the *Elementary Spanish-American Reader* render an inestimable cultural and social service.

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Living French: A New Course in Reading, Writing, and Speaking the French Language. Richard T. Holbrook. Ginn & Co. 1917. xvii + 480 pp. \$1.40.

The appearance of this volume is an event of great importance to teachers and students of French. It will be welcomed especially by readers of *Gobseck* in Dr. Holbrook's edition (Oxford French series, 1913), in the notes of which were manifested the competence of the editor as a grammarian (particularly in his comments on the verb), and—that rare thing in an editor—his vigorous personality. In the present work neither of these two characteristics is less prominent. The book is evidently the result of much thought, of the accumulation throughout a long period of apposite examples and illustrative passages, of close acquaintanceship with the older periods of the French language, of a keen curiosity about language, in itself and as a reflex of men's mental operations; and abounds in evidence of the author's very decided views on various aspects of the French tongue and how to learn it. From the fifth sentence in the preface—"If after all my efforts to avoid them, this book still contains misprints, or errors about which *no jury of competent Frenchmen could disagree*" (italics not author's) "correction will be made gratefully" (p. v), to the last item in the index—"Zola, Emile"—, the book has individuality, particularly in the presentation of the subject matter. "Qu'on ne dise pas que je n'ai rien dit de nouveau", says Pascal; "la disposition des matières est nouvelle".

Dr. Holbrook's scholarship is both sound and acute in statements of linguistic phenomena. Nor can there be anything but praise for the extreme care and the excellent workmanship that make the volume so pleasing physically and so free from printer's errors.¹ The use of the bold faced type for French words and phrases, in contrast to that used for the English text, is a capital device; the vocabularies and the index seem to be models of fullness and precision.²

The book is marked by several general features which at once attract

¹Are not these misprints? "M. Bergeret speaks to him and keeps him (*lui*) warm (p. 45 Exercise 15); "By adding to any of the thirty simple forms in §§ 108-109 a suitable past participle . . . we get thirty compound forms in which the past participle always keeps its simplest form unless preceded by a plural or feminine accusative object," (p. 97) there are thirty forms of *avoir* in § 108 alone, and § 109 has an equal number of forms of *être*.

The reference in the index to § 268, *a, note*, under the heading: "Numbers: formation, sounds, syntax," is surprising.

²*Argot* (p. 78) is lacking in the vocabulary. The reviewer finds no indication for the translation of "whose" in "The lady in whose house." (p. 102, 4). Cf. § 118.